

WASHINGTON STREET ELEMENTARY

325 Washington Street
Hartsville, South Carolina 29550

GRADES 1-3 Elementary School

ENROLLMENT 462 Students

PRINCIPAL Valerie Sawyer 843-857-3345

SUPERINTENDENT Dr. Rainey Knight 843-398-5200

BOARD CHAIR Dr. Thelma P. Dawson 843-393-1291

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	14	50	13	1

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 12 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

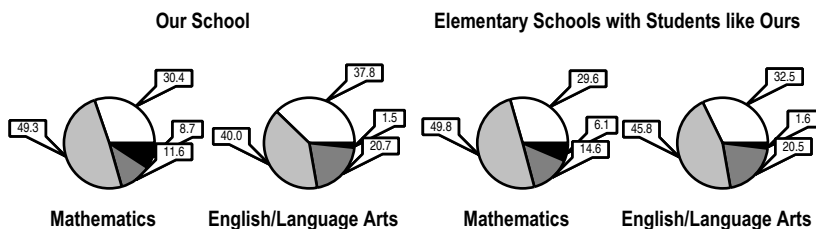
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Average	Good	N/A
2003	Average	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	34	119	87
Percent satisfied with learning environment	94.1%	97.4%	85.2%
Percent satisfied with social and physical environment	88.2%	94.9%	75.6%
Percent satisfied with home-school relations	75.8%	95.8%	73.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	145	97.9	37.8	40.0	20.7	1.5	22.2	17.6
Gender								
Male	74	98.6	36.1	40.3	22.2	1.4	23.6	17.6
Female	71	97.2	39.7	39.7	19.0	1.6	20.6	17.6
Racial/Ethnic Group								
White	49	100.0	18.8	45.8	31.3	4.2	35.4	17.6
African-American	93	97.8	49.4	37.6	12.9	N/A	12.9	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	2	50.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	119	98.3	31.5	43.2	23.4	1.8	25.2	17.6
Disabled	26	96.2	66.7	25.0	8.3	N/A	8.3	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	145	97.9	37.8	40.0	20.7	1.5	22.2	17.6
English Proficiency								
Limited English proficient	1	N/A	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	144	98.6	36.2	40.8	21.5	1.5	23.1	17.6
Socio-Economic Status								
Subsidized meals	105	97.1	40.2	44.3	15.5	N/A	15.5	17.6
Full-pay meals	40	100.0	31.6	28.9	34.2	5.3	39.5	17.6

Mathematics								
All students	145	100.0	30.4	49.3	11.6	8.7	20.3	15.5
Gender								
Male	74	100.0	26.0	54.8	9.6	9.6	19.2	15.5
Female	71	100.0	35.4	43.1	13.8	7.7	21.5	15.5
Racial/Ethnic Group								
White	49	100.0	25.0	35.4	22.9	16.7	39.6	15.5
African-American	93	100.0	33.3	57.5	5.7	3.4	9.2	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	119	100.0	28.3	48.7	12.4	10.6	23.0	15.5
Disabled	26	100.0	40.0	52.0	8.0	N/A	8.0	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	145	100.0	30.4	49.3	11.6	8.7	20.3	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	144	100.0	30.3	48.5	12.1	9.1	21.2	15.5
Socio-Economic Status								
Subsidized meals	105	100.0	33.0	55.0	9.0	3.0	12.0	15.5
Full-pay meals	40	100.0	23.7	34.2	18.4	23.7	42.1	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	168	N/A	34.0	41.5	22.6	1.9	24.5
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	145	97.9	37.8	40.0	20.7	1.5	22.2
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	168	N/A	33.1	45.0	15.6	6.3	21.9
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	145	100.0	30.4	49.3	11.6	8.7	20.3
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 462)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	3.3%	2.4%
Attendance rate	95.1%	Down from 95.9%	95.7%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	3.4%	Down from 4.5%	8.9%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	13.4%	Up from 12.2%	9.2%	8.0%
Older than usual for grade	0.6%	Down from 1.5%	2.0%	1.1%
Suspended or expelled	0.0%	Down from 0.4%	0.0%	0.0%

Teachers (n= 37)				
Teachers with advanced degrees	35.1%	Up from 29.3%	44.6%	50.0%
Continuing contract teachers	94.6%	Up from 80.5%	84.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	86.1%	Down from 89.8%	84.2%	86.2%
Teacher attendance rate	94.7%	Up from 94.3%	94.7%	95.3%
Average teacher salary	\$38,489	Up 3.0%	\$39,323	\$39,909
Prof. development days/teacher	8.2 days	Down from 8.9 days	11.7 days	11.4 days

School				
Principal's years at school	7.0	Up from 6.0	3.0	4.0
Student-teacher ratio	18.9 to 1	Up from 17.0 to 1	17.9 to 1	18.9 to 1
Prime instructional time	88.9%	Up from 88.4%	89.3%	89.7%
Dollars spent per pupil*	\$7,049	Up 26.3%	\$6,108	\$5,892
Percent spent on teacher salaries*	66.0%	Up from 65.5%	66.2%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Washington Street Elementary, a Title I school-wide site, literally celebrated a banner year during 2002-2003. Having received a "good" improvement rating and overall rating of "average" earned Washington Street a Palmetto Silver Award. The efforts of the entire community made a positive impact.

Teachers, committed to ongoing improvement of Washington Street Elementary, participated in several forms of staff development. In collaboration with Darlington County School District, over 90% of the staff began extensive training in Math Solutions. They also continued their focus by completing AIMS workshops. Student assessment was measured by district-wide Math Benchmark Testing. The information provided helped teachers plan effective math instruction. Writing continued to be an area of focus as teachers read professionally and engaged in school-wide study groups. Study groups also were formed to study "Shared Reading".

Parent Involvement was very evident during the 2002-2003 school year. Fundraisers yielded a great budget, making landscape projects, school murals, and a school Luau possible. Additionally, teachers conducted parent workshops to educate parents about school policies and procedures. These workshops held in August, and January also introduced the community to school upgrades and the new "Annie Mae Peterson Wing."

Celebration marked the school year and affirmed, "You just can't hide that Roadrunner Pride!"

Kay S. Howell, Ed.D., Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.